



## WOODLAND HEIGHTS ELEMENTARY

1216 John B. White Blvd.  
Spartanburg, South

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 399 Students           |              |
| <b>Principal</b>      | Dr. Cynthia Pridgen    | 864-576-0506 |
| <b>Superintendent</b> | Darryl Owings          | 864-576-4212 |
| <b>Board Chair</b>    | Mr. Alex Meadows       | 864-576-4212 |

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING | GROWTH RATING  |
|-------------|-----------------|----------------|
| <b>2010</b> | <b>Good</b>     | <b>Average</b> |
| 2009        | Good            | Average        |
| 2008        | Average         | At-Risk        |
| 2007        | Average         | At-Risk        |
| 2006        | Average         | At-Risk        |

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

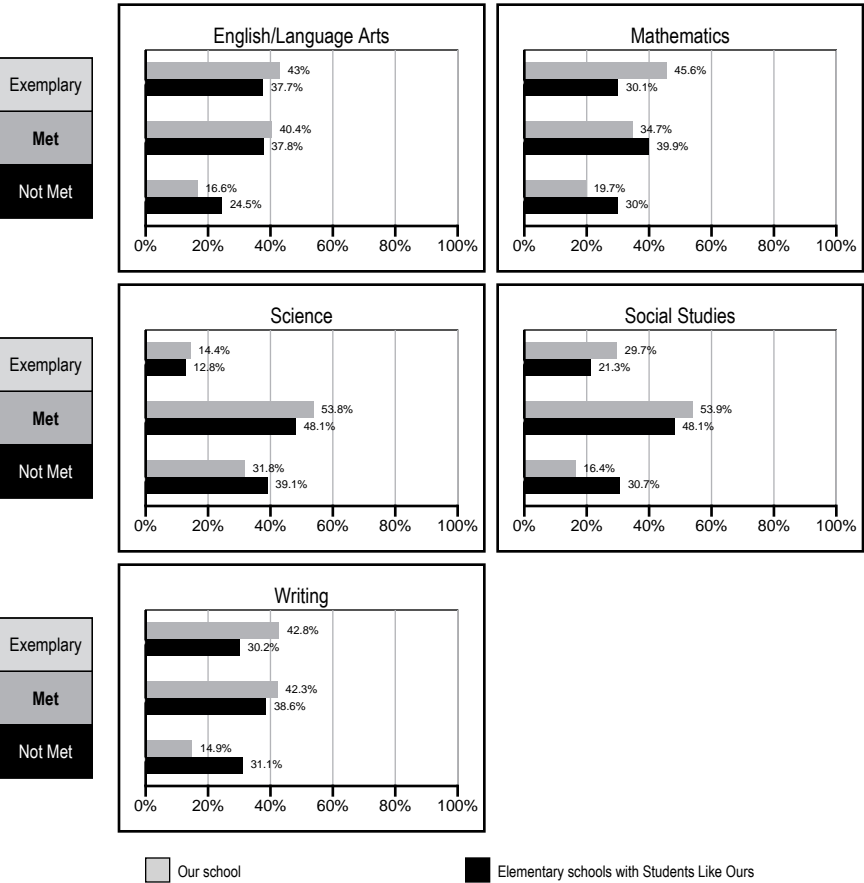
97.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 2         | 21   | 93      | 7             | 0       |

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

|           |   |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met       | "Met" means the student met the grade level standard.   |
| Not Met   | "Not Met" means that the student did not meet the grade level standard.                               |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

|  | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| <b>Students (n=399)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | Up from 98.0%         | 100.0%                                     | 100.0%                   |
| Retention rate   | 1.0%       | Down from 3.4%        | 1.2%                                       | 1.2%                     |
| Attendance rate  | 97.2%      | No Change             | 95.8%                                      | 96.1%                    |
| Eligible for gifted and talented   | 31.4%      | Up from 20.4%         | 10.6%                                      | 11.7%                    |
| With disabilities other than speech  | 8.7%       | Down from 15.5%       | 8.6%                                       | 8.0%                     |
| Older than usual for grade   | 0.3%       | Up from 0.0%          | 0.5%                                       | 0.4%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=36)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 66.7%      | Up from 63.9%         | 60.3%                                      | 60.5%                    |
| Continuing contract teachers   | 77.8%      | No Change             | 85.7%                                      | 84.6%                    |
| Teachers with emergency or provisional certificates                          | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year  | 91.2%      | Up from 89.6%         | 87.9%                                      | 87.0%                    |
| Teacher attendance rate  | 96.3%      | Up from 95.8%         | 95.1%                                      | 95.4%                    |
| Average teacher salary*  | \$50,366   | Down 1.4%             | \$47,080                                   | \$47,288                 |
| Professional development days/teacher  | 13.3 days  | Up from 12.6 days     | 10.2 days                                  | 10.5 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 6.0        | Up from 5.0           | 4.0  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 17.5 to 1  | Down from 17.9 to 1   | 19.2 to 1                                  | 19.2 to 1                |
| Prime instructional time   | 93.0%      | Up from 92.3%         | 90.0%                                      | 90.8%                    |
| Opportunities in the arts  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation   | Yes        | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 98.6%      | Down from 99.2%       | 100.0%                                     | 100.0%                   |
| Character development program  | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$9,381    | Up 7.5%               | \$7,488                                    | \$7,548                  |
| Percent of expenditures for instruction**                                    | 75.3%      | Up from 74.7%         | 68.2%                                      | 68.7%                    |
| Percent of expenditures for teacher salaries**                               | 72.8%      | Up from 55.1%         | 64.9%                                      | 65.1%                    |

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

Report of Principal and School Improvement Council

Woodland Heights Elementary received two prestigious awards on the same day. WHES was named Carolina First Palmetto's Finest, one of two elementary schools in the state recognized, and the SC Distinguished Title I school award for Closing the Achievement Gap, the top Title I school in the state out of 514 schools. The principal, Dr. Cynthia J. Pridgen, was also named SCAEA Outstanding Elementary Principal of the Year. Woodland Heights Elementary just completed their fifth year as an Arts in Basic Curriculum school. Less than sixty schools in SC have this recognition. The ABC site recognition came with \$7,500 in annual grant funds that provided many wonderful arts experiences. Each grade presented a musical drama incorporating the SC Academic Standards tied to our school wide theme, "Sail Into Learning." Students enjoyed seven arts performances at the school and attended several off site performances. Eight artists in residence provided musical, visual arts, drama, and dance experiences. Teachers utilized the arts in classrooms when teaching core academic subjects. Parents were invited to a Fine Arts Sneak a Peek Week where they visited classrooms and even participated in one of their child's arts experiences. Throughout the year, students participated in numerous activities that promote leadership such as Student Council, Peer Helpers, Wildcat Cadets, and Gents and Ladies Clubs. Through our Wee C.A.R.E. (Children Are Reaching Everywhere) Program, students were able to give back to the community by sponsoring the Animal Shelter, Soup Kitchen, Relay for Life and the Christmas Giving Tree. Additional educational programs implemented included a full-day 4K program, Hands-On-Algebra, early morning math enrichment, reading incentive programs, in-school tutoring for grades K-5, after school homework assistance/remedial programs, computerized math and reading programs, and an afternoon Fitness Club for grades 3-5. An instructional afterschool and summer program partnership with a local church through a \$300,000 21st Century grant provided learning opportunities for many students.

A variety of school events allowed parents to share in their child's school experience. Some of these events were Back to School Night, Picnic on the Green, Open House, Clay Night, Sneak a Peek Weeks, Grandparents Day, and a Fine Arts Share Week. An active PTO provided WHES with funds to enrich learning opportunities. Through their fundraisers, the PTO purchased instructional materials, reading incentives, program supplies, playground equipment, a sound system, and much more! The extensive volunteer program included over 2000 volunteer hours. WHES PTO is awesome!

The experienced WHES staff includes 70% with a Masters degree or higher and 29% who have gifted certification. These professionals work well as a team and are key in the successful instructional program. By always keeping in mind our school motto, "Always for Children," the WHES faculty will continue to provide quality learning environments for all children.

Dr. Cynthia J. Pridgen, Principal

Mrs. Melissa Brown, SIC

Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 36       | 61        | 47       |
| Percent satisfied with learning environment            | 100.0%   | 95.1%     | 97.8%    |
| Percent satisfied with social and physical environment | 100.0%   | 95.1%     | 91.3%    |
| Percent satisfied with school-home relations           | 97.1%    | 93.4%     | 93.3%    |

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

No Child Left Behind

|                                 |     |
|---------------------------------|-----|
| School Adequate Yearly Progress | YES |
|---------------------------------|-----|

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

|                           |  |
|---------------------------|--|
| School Improvement Status |  |
|---------------------------|--|

| School Improvement Key |   |
|------------------------|---|
| NI                     | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.   |
| CSI                    | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.   |
| CA                     | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.                                    |
| RP                     | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R                      | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.                                |
| DELAY                  | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."            |
| HOLD                   | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."      |

| Teacher Quality and Student Attendance                                  |              |       |
|---|--------------|-------|
|   | Our District | State |
| Classes in low poverty schools not taught by highly qualified teachers  | 2.0%         | 1.9%  |
| Classes in high poverty schools not taught by highly qualified teachers | 7.0%         | 5.6%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 97.2%      | 94.0%*          | Yes                 |

\* Or greater than last year

PASS Performance By Group

|  | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

|                            |     |      |      |      |      |      |      |      |     |     |
|----------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students               | 209 | 98.6 | 16.6 | 40.4 | 43   | 92.7 | 82.3 | 83.5 | Yes | Yes |
| Gender                     |     |      |      |      |      |      |      |      |     |     |
| Male                       | 92  | 98.9 | 18.1 | 44.6 | 37.3 | 91.6 | 79.7 | 80.1 | N/A | N/A |
| Female                     | 117 | 98.3 | 15.5 | 37.3 | 47.3 | 93.6 | 84.9 | 87   | N/A | N/A |
| Racial/Ethnic Group        |     |      |      |      |      |      |      |      |     |     |
| White                      | 55  | 98.2 | 4.1  | 28.6 | 67.3 | 100  | 88.5 | 89.6 | Yes | Yes |
| African American           | 127 | 99.2 | 23.1 | 42.1 | 34.7 | 89.3 | 74.3 | 74.6 | Yes | Yes |
| Asian/Pacific Islander     | 12  | 91.7 | I/S  | I/S  | I/S  | I/S  | 88   | 92.7 | I/S | I/S |
| Hispanic                   | 15  | 100  | 14.3 | 42.9 | 42.9 | 92.9 | 74.7 | 79.6 | I/S | I/S |
| American Indian/Alaskan    | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | 83.3 | 85.1 | I/S | I/S |
| Disability Status          |     |      |      |      |      |      |      |      |     |     |
| Disabled                   | 30  | 96.7 | 72   | 24   | 4    | 60   | 46.3 | 51.7 | I/S | I/S |
| Migrant Status             |     |      |      |      |      |      |      |      |     |     |
| Migrant                    | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | 78.6 | 69.5 | N/A | N/A |
| English Proficiency        |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient | 17  | 94.1 | 14.3 | 71.4 | 14.3 | 92.9 | 74   | 79   | I/S | I/S |
| Socio-Economic Status      |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals           | 131 | 98.5 | 23   | 41.8 | 35.2 | 88.5 | 76.7 | 76.9 | Yes | Yes |

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

|                            |     |      |      |      |      |      |      |      |     |     |
|----------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students               | 209 | 98.6 | 19.7 | 34.7 | 45.6 | 89.6 | 80.9 | 80.4 | Yes | Yes |
| Gender                     |     |      |      |      |      |      |      |      |     |     |
| Male                       | 92  | 98.9 | 19.3 | 34.9 | 45.8 | 89.2 | 78.9 | 78.4 | N/A | N/A |
| Female                     | 117 | 98.3 | 20   | 34.5 | 45.5 | 90   | 83   | 82.5 | N/A | N/A |
| Racial/Ethnic Group        |     |      |      |      |      |      |      |      |     |     |
| White                      | 55  | 98.2 | 10.2 | 18.4 | 71.4 | 95.9 | 87   | 87.8 | Yes | Yes |
| African American           | 127 | 99.2 | 24.8 | 40.5 | 34.7 | 86.8 | 72.2 | 69.3 | Yes | Yes |
| Asian/Pacific Islander     | 12  | 91.7 | I/S  | I/S  | I/S  | I/S  | 88.9 | 93.5 | I/S | I/S |
| Hispanic                   | 15  | 100  | 14.3 | 28.6 | 57.1 | 85.7 | 75.1 | 78.3 | I/S | I/S |
| American Indian/Alaskan    | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | 83.3 | 83.2 | I/S | I/S |
| Disability Status          |     |      |      |      |      |      |      |      |     |     |
| Disabled                   | 30  | 96.7 | 68   | 20   | 12   | 44   | 42.5 | 46.1 | I/S | I/S |
| Migrant Status             |     |      |      |      |      |      |      |      |     |     |
| Migrant                    | 0   | N/A  | N/A  | N/A  | N/A  | N/A  | 78.6 | 71.4 | N/A | N/A |
| English Proficiency        |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient | 17  | 94.1 | 21.4 | 42.9 | 35.7 | 85.7 | 75.4 | 78.9 | I/S | I/S |
| Socio-Economic Status      |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals           | 131 | 98.5 | 27   | 36.9 | 36.1 | 84.4 | 74.7 | 72.8 | Yes | Yes |

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

|                            | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary | District % Met or<br>Exemplary | State % Met or<br>Exemplary |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science                    |                                  |          |           |       |             |                              |                                |                             |
| All Students               | 140                              | 100      | 31.8      | 53.8  | 14.4        | 68.2                         | 66.3                           | 67.3                        |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |
| Male                       | 58                               | 100      | 32.1      | 54.7  | 13.2        | 67.9                         | 65.8                           | 66.9                        |
| Female                     | 82                               | 100      | 31.6      | 53.2  | 15.2        | 68.4                         | 66.8                           | 67.7                        |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |
| White                      | 37                               | 100      | 12.1      | 57.6  | 30.3        | 87.9                         | 78.3                           | 79.6                        |
| African American           | 87                               | 100      | 41.2      | 51.8  | 7.1         | 58.8                         | 49.8                           | 49.7                        |
| Asian/Pacific Islander     | 8                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 76.1                           | 84.4                        |
| Hispanic                   | 8                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 55.8                           | 59.4                        |
| American Indian/Alaskan    | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                          | 68.8                           | 69.5                        |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |
| Disabled                   | 16                               | 100      | N/A       | N/A   | N/A         | 21.4                         | 25.4                           | 33.8                        |
| Migrant Status             |                                  |          |           |       |             |                              |                                |                             |
| Migrant                    | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                          | I/S                            | 36.5                        |
| English Proficiency        |                                  |          |           |       |             |                              |                                |                             |
| Limited English Proficient | 10                               | I/S      | I/S       | I/S   | I/S         | I/S                          | 54.2                           | 58.6                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |
| Subsidized meals           | 89                               | 100      | 42.4      | 51.8  | 5.9         | 57.6                         | 56.1                           | 55.4                        |

|                            |     |     |      |      |      |      |      |      |
|----------------------------|-----|-----|------|------|------|------|------|------|
| Social Studies             |     |     |      |      |      |      |      |      |
| All Students               | 138 | 100 | 16.3 | 54.3 | 29.5 | 83.7 | 70.4 | 70.9 |
| Gender                     |     |     |      |      |      |      |      |      |
| Male                       | 68  | 100 | 16.1 | 46.8 | 37.1 | 83.9 | 70.5 | 70.1 |
| Female                     | 70  | 100 | 16.4 | 61.2 | 22.4 | 83.6 | 70.3 | 71.7 |
| Racial/Ethnic Group        |     |     |      |      |      |      |      |      |
| White                      | 39  | 100 | 5.6  | 44.4 | 50   | 94.4 | 77.8 | 79.2 |
| African American           | 81  | 100 | 19.7 | 59.2 | 21.1 | 80.3 | 59.6 | 58.4 |
| Asian/Pacific Islander     | 8   | I/S | I/S  | I/S  | I/S  | I/S  | 83.7 | 86.8 |
| Hispanic                   | 10  | I/S | I/S  | I/S  | I/S  | I/S  | 63.4 | 68   |
| American Indian/Alaskan    | 0   | N/A | N/A  | N/A  | N/A  | N/A  | 50   | 71.2 |
| Disability Status          |     |     |      |      |      |      |      |      |
| Disabled                   | 22  | 100 | 42.1 | 36.8 | 21.1 | 57.9 | 32.9 | 39.3 |
| Migrant Status             |     |     |      |      |      |      |      |      |
| Migrant                    | 0   | N/A | N/A  | N/A  | N/A  | N/A  | I/S  | 55   |
| English Proficiency        |     |     |      |      |      |      |      |      |
| Limited English Proficient | 12  | 100 | 25   | 50   | 25   | 75   | 64.7 | 68   |
| Socio-Economic Status      |     |     |      |      |      |      |      |      |
| Subsidized meals           | 85  | 100 | 21.5 | 57   | 21.5 | 78.5 | 62.3 | 60.8 |

Abbreviations for Missing Data

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PASS Performance By Group

|                            | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary | District % Met or<br>Exemplary | State % Met or<br>Exemplary | School<br>Attendance Rate | District<br>Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing                    |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| All Students               | 208                              | 99       | 14.9      | 42.3  | 42.8        | 85.1                         | 71.8                           | 72.1                        | 97.2                      | 96.3                        |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                       | 92                               | 98.9     | 20.2      | 42.9  | 36.9        | 79.8                         | 64.9                           | 65.2                        | 96.9                      | 96.3                        |
| Female                     | 116                              | 99.1     | 10.9      | 41.8  | 47.3        | 89.1                         | 78.8                           | 79.2                        | 97.5                      | 96.4                        |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                      | 54                               | 98.2     | 4.2       | 33.3  | 62.5        | 95.8                         | 80                             | 80.8                        | 96.7                      | 96                          |
| African American           | 126                              | 100      | 18.2      | 50.4  | 31.4        | 81.8                         | 61.9                           | 59.7                        | 97.3                      | 96.7                        |
| Asian/Pacific Islander     | 11                               | 90.9     | I/S       | I/S   | I/S         | I/S                          | 79.1                           | 87                          | 98.2                      | 97.1                        |
| Hispanic                   | 15                               | 100      | 14.3      | 21.4  | 64.3        | 85.7                         | 61.4                           | 64.6                        | 97.4                      | 96.4                        |
| American Indian/Alaskan    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 70.8                           | 73.4                        | N/A                       | 94.1                        |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                   | 30                               | 96.7     | 48        | 44    | 8           | 52                           | 24.9                           | 27.7                        | 96.9                      | 96                          |
| Migrant Status             |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Migrant                    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | N/A                            | 63.5                        | N/A                       | 97.1                        |
| English Proficiency        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Limited English Proficient | 17                               | 94.1     | 33.3      | 26.7  | 40          | 66.7                         | 60.8                           | 63.7                        | 98                        | 96.4                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals           | 131                              | 98.5     | 21.1      | 44.7  | 34.1        | 78.9                         | 64                             | 61.9                        | 97                        | 95.9                        |

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample



PASS Performance By Grade Level

|                       | Grade | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 78                               | 100      | 12.7      | 25.4  | 62          | 87.3                  |
|                       | 4     | 72                               | 98.6     | 14.9      | 52.2  | 32.8        | 85.1                  |
|                       | 5     | 57                               | 100      | 25.9      | 42.6  | 31.5        | 74.1                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2010                  | 3     | 67                               | 97       | 14.8      | 29.5  | 55.7        | 85.2                  |
|                       | 4     | 72                               | 100      | 15.2      | 43.9  | 40.9        | 84.8                  |
|                       | 5     | 70                               | 98.6     | 19.7      | 47    | 33.3        | 80.3                  |
|                       | 6     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
| Mathematics           |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 78                               | 100      | 14.1      | 40.8  | 45.1        | 85.9                  |
|                       | 4     | 72                               | 98.6     | 22.4      | 50.7  | 26.9        | 77.6                  |
|                       | 5     | 57                               | 100      | 16.7      | 61.1  | 22.2        | 83.3                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2010                  | 3     | 67                               | 97       | 21.3      | 19.7  | 59          | 78.7                  |
|                       | 4     | 72                               | 100      | 19.7      | 40.9  | 39.4        | 80.3                  |
|                       | 5     | 70                               | 98.6     | 18.2      | 42.4  | 39.4        | 81.8                  |
|                       | 6     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
| Science               |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 38                               | 100      | 20.6      | 47.1  | 32.4        | 79.4                  |
|                       | 4     | 72                               | 98.6     | 31.3      | 56.7  | 11.9        | 68.7                  |
|                       | 5     | 30                               | 100      | 51.9      | 40.7  | 7.4         | 48.1                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2010                  | 3     | 33                               | 100      | 45.2      | 35.5  | 19.4        | 54.8                  |
|                       | 4     | 72                               | 100      | 23.9      | 64.2  | 11.9        | 76.1                  |
|                       | 5     | 35                               | 100      | 35.3      | 50    | 14.7        | 64.7                  |
|                       | 6     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Grade Level

|                | Grade | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies |       |                                  |          |           |       |             |                       |
| 2009           | 3     | 40                               | 100      | 2.7       | 29.7  | 67.6        | 97.3                  |
|                | 4     | 72                               | 98.6     | 10.4      | 65.7  | 23.9        | 89.6                  |
|                | 5     | 28                               | 100      | 14.8      | 63    | 22.2        | 85.2                  |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2010           | 3     | 32                               | 100      | 6.7       | 43.3  | 50          | 93.3                  |
|                | 4     | 72                               | 100      | 10.4      | 64.2  | 25.4        | 89.6                  |
|                | 5     | 34                               | 100      | 37.5      | 43.8  | 18.8        | 62.5                  |
|                | 6     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
| Writing        |       |                                  |          |           |       |             |                       |
| 2009           | 3     | 77                               | 100      | 8.3       | 25    | 66.7        | 91.7                  |
|                | 4     | 71                               | 100      | 22.4      | 46.3  | 31.3        | 77.6                  |
|                | 5     | 54                               | 100      | 18.5      | 55.6  | 25.9        | 81.5                  |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| 2010           | 3     | 66                               | 98.5     | 6.6       | 44.3  | 49.2        | 93.4                  |
|                | 4     | 72                               | 100      | 14.9      | 49.3  | 35.8        | 85.1                  |
|                | 5     | 70                               | 98.6     | 22.7      | 33.3  | 43.9        | 77.3                  |
|                | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |

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